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Promoting Children's Participation in Early Childhood Education and Care

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Prejeto 27. 12. 2023 / Sprejeto 28. 6. 2024

Znanstveni članek

UDK 373.2.016

KLJUČNE BESEDE: kakovost v predšolski vzgoji, profesionalni razvoj, refleksija

POVZETEK – Participacija otrok je temeljno načelo sodobne vzgoje in izobraževanja. Za zagotovitev participacije otrok je bil razvit Model spodbujanja participacije otrok v predšolski vzgoji, ki vzgojiteljem omogoča samorefleksijo njihove prakse, analizo participacije otrok, poslušanje glasov otrok in staršev ter povezovanje participacije otrok s kakovostjo predšolske vzgoje. Namen prispevka je predstaviti rezultate raziskave – spoznanja o pomenu modela pri zagotavljanju priložnosti za participacijo otrok in o stanju vzgojno-izobraževalnih ustanovah v smislu omogočanja izražanja otrok in profesionalne refleksije strokovnih delavcev.

Received 27. 12. 2023 / Accepted 28. 6. 2024

Scientific paper

UDC 373.2.016

KEYWORDS: quality in early childhood education, professional development, reflection

ABSTRACT – Children's participation is a fundamental principle of contemporary education. To ensure children's participation, a Model for Promoting Children's Participation in Early Childhood Education and Care has been developed that enables educators to self-reflect on their practice, analyse children's participation, listen to children's and parents' voices, and link children's participation to the quality of early childhood education and care. The aim of the paper is to present findings regarding the importance of the model for promoting children's participation in early childhood education and care and the current state of children's participation. The qualitative study is based on the multi-perspective participatory approach to promoting children's participation in action. The findings suggest that the model has great potential for researching and promoting children's participation in early childhood education and care (ECEC) settings, especially children's expression and teachers' professional reflection.

1 Introduction

One of the greatest pedagogical challenges since the adoption of the Convention on the Rights of the Child (1989) is the question of how to ensure and promote children's expression and participation in education from preschool onwards. In particular, this requires promoting teachers' reflection on practices while also providing adequate expertise and support for all kindergarten practitioners. In the discourse on children's needs, where adults have control and power over relations in education, children cannot become the agents or subjects of their own lives. Rather, adults are often seen as experts and masters of children's lives. This is especially true in traditional teaching practice in kindergartens and schools, where teachers start the lesson with the motivation prepared for children, continue to teach new things, and end by checking how much the children have understood and retained from the activity. This didactic structure has a history of achiev-

The Importance of Health Education and Prevention in the Fight against Caries in the Preschool Period

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Znanstveni članek

UDK 613:373.2:616.31-083

KLJUČNE BESEDE: predšolski otrok, vrtec, karies, ustna higiena, preventiva, zobozdravstvo

POVZETEK – Avtorja se osredinjata na vpliv različnih dejavnikov, ki povzročajo karies pri predšolskih otrocih. Analizirata pravno-formalne pravice na področju osnovnega zobozdravstvenega varstva, medicinsko in pedagoško preventivo kariesa ter vpliv strokovnih delavcev v vrtcu in družine na zmanjševanje kariesa. S pomočjo podatkov Zavoda za zdravstveno zavarovanje Slovenije (ZZZS) ugotavljata vpliv epidemije covid-19 na obseg preventivnih in kurativnih zobozdravstvenih storitev v skupini predšolskih otrok po posameznih statističnih regijah v Sloveniji in razmerje med vplivom epidemije na obseg zobozdravstvenih storitev v skupini predšolskih otrok in gospodarskim razvojem posamezne regije. Ugotavljata, da je bil izpad zobozdravstvenih storitev v času epidemije tako obsežen, da bodo posledice vidne več let. Preventivne storitve so sestavni del pravic iz obveznega zdravstvenega zavarovanja, saj je ozaveščanje in poučevanje otrok o zdravih temeljih življenja zelo pomembno.

Received 2. 4. 2024 / Accepted 21. 10. 2024

Scientific paper

UDC 613:373.2:616.31-083

KEYWORDS: preschool child, kindergarten, caries, oral hygiene, prevention, dentistry

ABSTRACT – The paper focuses on the influence of various factors causing caries in preschool children. The legal-formal rights in the field of primary dental care and medical and pedagogical caries prevention are analysed, as is the influence of professionals in the kindergarten and the family on the reduction of caries. With the help of data from the Health Insurance Institute of Slovenia (ZZZS), the impact of the COVID-19 epidemic on the scope of preventive and curative dental services is determined in a group of preschool children according to individual statistical regions in Slovenia, as is the relationship between the impact of the epidemic on the scope of dental services in the group of preschool children in relation to the economic development of an individual region. The interruption of dental services during the epidemic was so extensive that the consequences will last several years. Preventive services are an integral part of the rights derived from compulsory health insurance; therefore, raising awareness and teaching children about the healthy foundations of life is important.

1 Introduction

Oral health is an integral part of systemic health, is a decisive factor in the quality of life, and is related to general health. Primary dentistry for preschool children comprises the basic care for the health of the teeth and oral cavity in children aged 0 to 6 years. It includes the prevention and treatment of dental diseases and the education of children and their parents about oral hygiene and a healthy lifestyle. Caries in the preschool period is one of the most common chronic diseases. In Slovenia, dental prevention for preschool children is free and financed by the state. The programme is implemented within the framework of the Health Insurance Institute of Slovenia (ZZZS). Since more than 90 % of

Glasba kot motivacijsko sredstvo za boljše gibalne rezultate otrok

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Znanstveni članek

UDK 78:796.012.1:373.3

KLJUČNE BESEDE: hitrost, glasba, tempo, dotikanje plošče z roko, športnovzgojni karton

POVZETEK – Glasba ima lahko pomemben vpliv na motivacijo otrok pri izvajanju gibalnih nalog. Številne raziskave kažejo, da glasba spodbuja pozitivne odzive v možganih, povečuje energijo in lahko služi kot motivacijsko orodje. Ta študija se osredotoča na preučevanje, ali lahko glasbo uporabimo kot sredstvo za motivacijo otrok in s tem izboljšamo rezultate gibalnih nalog. Ugotavljali smo, ali tempo glasbe vpliva na test hitrosti dotikanja plošče z roko, ki ga učenci izvajajo v sklopu športnovzgojnega kartona v šoli. V raziskavi je sodelovalo 51 učenek, starih 11 in 12 let. Test so izvajale ob poslušanju glasbe s počasnim tempom (100 ud./min.) in ob poslušanju glasbe s hitrim tempom (190 ud./min.). Kot smo predvidevali, so bile učenke pri hitrem tempu hitrejšje in s tem imele boljše rezultate v primerjavi s testom, izvedenim pri počasnem tempu. Raziskavo smo nadaljevali tako, da smo ugotavljali, ali bodo učenke, ki so glasbenice ali plesalke, imele boljše rezultate v primerjavi z ostalimi učenkami, pri čemer pa se je izkazalo, da to predvidevanje ne drži. Razlik med rezultati merjenk, ki se ukvarjajo s plesom ali glasbo, in merjenk, ki se ne ukvarjajo, nismo dokazali.

Received 22. 3. 2024 / Accepted 28. 6. 2024

Scientific paper

UDC 78:796.012.1:373.3

KEYWORDS: speed, music, tempo, hand-plate touching, physical-education card testing

ABSTRACT – Music can have a significant impact on children's motivation to perform motor tasks. Numerous studies indicate that music stimulates positive responses in the brain, increases energy, and can serve as a motivational tool. The study focuses on examining whether music can be used as a means to motivate children and thereby improve the results of motor tasks. We investigated whether the tempo of music influences the test of plate-tapping speed, which students perform as part of the physical education card at school. The study involved 51 female students aged 11 and 12. The test was conducted while listening to music at a slow tempo (100 beats/min) and while listening to music at a fast tempo (190 beats/min). As expected, the students were faster at the fast tempo and, thus, had better results compared to the test performed at the slow tempo. We further explored whether students who are dancers or musicians would have better results compared to other students. However, this assumption proved to be untrue. No differences were found between the results of students engaged in dance or music and those not engaged in dance or music.

1 Uvod

Glasba je pomemben dejavnik v športu. Uporabljamo jo pri vadbi, na treningih in športnih tekmovanjih na veliko različnih načinov (Terry, 2014). Glasba se predvaja v ozadju, da naredi okolje bolj prijetno (Elliot idr., 2004; Rendi idr., 2008), ritmično glasbo uporabljajo športniki ali vaditelji, ki jo uporabljajo kot vrsto metronoma, ki uravnava njihove gibalne vzorce (Simpson in Karageorghis, 2006; Karageorghis idr., 2009), glasbo se uporablja neposredno med športno vadbo ali športnim dogodkom (Lanzillo idr., 2001), lahko se jo uporablja pa tudi kot del procesa okrevanja (Priest in Karageorghis, 2008).

Musically Creative Pupils (Aged 6–11): Perspectives of Elementary Education Students

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Znanstveni članek

UDK 37.015.31:78:159.954

KLJUČNE BESEDE: glasbena umetnost, glasbena ustvarjalnost, osnovnošolsko izobraževanje, študenti razrednega pouka, faktorska analiza

POVZETEK – Na podlagi razumevanja področne splošnosti in specifičnosti glasbene ustvarjalnosti ter kompleksnosti njene opredelitve sta bila cilja naše raziskave preučiti izražanje oblikovanega nabora značilnosti glasbeno ustvarjalnih učencev v osnovni šoli (starih od 6 do 11 let) z vidika študentov razrednega pouka in preučiti faktorsko strukturo značilnosti glasbeno ustvarjalnih učencev. V raziskavi so sodelovali študenti razrednega pouka ($n = 193$) na Pedagoški fakulteti Univerze v Mariboru. Uporabljen je bil kvantitativni raziskovalni pristop z neeksperimentalno raziskovalno metodo. Faktorska analiza je podala pet komponent, ki predstavljajo strukturo značilnosti glasbeno ustvarjalnih učencev: ustvarjalnost, motivacija, glasbene sposobnosti in izvajalske spretnosti, zagon in avtonomnost. Implikacije raziskave kažejo na uporabnost v izobraževalnih okoljih za prepoznavanje glasbeno ustvarjalnih učencev in razvijanje njihovega potenciala. Nadaljnje raziskave se lahko nanašajo na medfakultetne in mednarodne študije zaznavanja glasbeno ustvarjalnih učencev iz podobnih izobraževalnih in kulturnih okolij.

Received 17. 9. 2024 / Accepted 21. 10. 2024

Scientific paper

UDC 37.015.31:78:159.954

KEYWORDS: music education, musical creativity, elementary education, elementary education students, factor analysis

ABSTRACT – Based on the understanding of the domain generality and the specificity of musical creativity and its complex definition, the aim of our study was to examine the expression of a constructed set of characteristics of musically creative pupils at elementary school (aged 6–11 years) from the perspective of elementary education students, as well as to examine the factor structure of the characteristics of musically creative pupils. Elementary education students ($n = 193$) from the Faculty of Education, University of Maribor, participated in the research. A quantitative research approach with a non-experimental research method was followed. The exploratory factor analysis yielded five components that represent the structure of musically creative pupils' characteristics: creativity, motivation, musical ability and performance skills, impetus, and agency. The implications of the research suggest usability in educational settings for identifying musically creative pupils and developing their potential. Further research may concern inter-faculty and international studies of perception of musically creative pupils from similar educational and cultural backgrounds.

1 Introduction

Creativity, often diffuse and multifaceted in its conceptual meaning, is gaining in importance with each passing decade. As one of the essential skills of the 21st century (Yoo & Kang, 2021), it plays an important role in a complex world and remains one of the few means to face fully the uncertainty of the future (Pecheanu & Tudorie, 2014). Its contradictory nature is reflected in many definitions and conceptualisations, and is in some ways characterised by pluralism (Kozbelt et al., 2010; Williamon et al., 2006). The diversity of theoretical frameworks and discourses does not offer a single definition of creativity – yet, based on the psychology field, they are linked by two elements: originality and utility (Mumford, 2003; Runco & Jaeger, 2012; Sternberg & Lubart, 1999).

Preizkusi znanja in nacionalna preverjanja znanja iz slovenščine

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Znanstveni članek

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KLJUČNE BESEDE: bralna pismenost, preizkusi znanja za ocenjevanje znanja, nacionalna preverjanja znanja, zvrst in kognitivna raven nalog, šestošolci

POVZETEK – Branje je pogoj za doseganje različnih ravni bralne pismenosti. Razvoj branja zajema stopnjo učenja branja in stopnjo učenja s pomočjo branja. Prehajanje iz ene stopnje na drugo pri povprečnem posamezniku nastopi v drugem triletju osnovne šole. To prehajanje in raven bralne pismenosti učencev preverjajo učitelji s preizkusi znanja pri slovenščini, na ravni države pa preverjanje poteka z nacionalnimi preverjanji znanja iz slovenščine. Ker šestošolci pri nacionalnih preverjanjih znanja v povprečju dosežejo le okoli 50% možnih točk, se postavlja vprašanje, koliko so naloge preizkusov znanja iz slovenščine podobne nalogam nacionalnih preverjanj znanja iz slovenščine v 6. razredu in kakšne so z vidika razvijanja bralne pismenosti učencev povezave med določeno zvrstjo nalog in njihovo kognitivno ravno. Raziskava je pokazala, da je bilo v preizkusih znanja in nacionalnih preverjanjih znanja največ nalog na ravni razumevanja in nalog s področja jezika, najmanj pa nalog odprtega tipa. Pri ugotavljanju povezav med zvrstjo nalog in njihovo kognitivno ravno smo ugotovili, da so bile naloge najvišje kognitivne ravni, to so naloge, ki spodbujajo razvoj bralne pismenosti, večinoma odprtega tipa in so zahtevale branje besedila.

Received 8. 5. 2024 / Accepted 21. 10. 2024

Scientific paper

UDC 373.3.091.26:811.163.6

KEYWORDS: reading literacy, assessment papers, national assessment papers, type and cognitive level of tasks, sixth graders

ABSTRACT – Reading is a condition for achieving various levels of reading literacy. The development of reading involves the learning to read stage and the learning through reading stage. The transition from one stage to the next in the average individual occurs in the second cycle of elementary school. This passage and the level of pupils' reading literacy are checked by teachers using assessment papers and national assessment papers in Slovenian. Because sixth graders achieve on average only around 50% of the total points in national assessment papers, the questions that arise are how similar the tasks of assessment papers in grade 6 are to those of national assessment papers, and what the connections are between the type and the cognitive level of tasks in terms of developing pupils' reading literacy. This research found that in both the assessment papers and the national assessment papers, the majority of tasks were at the level of comprehension and language-related tasks, and the fewest were open type tasks. In identifying the connections between the types of tasks and cognitive levels, we found that tasks of the highest cognitive level were mostly open type and required reading of the text.

1 Uvod

Za uspešno delovanje posameznikov v družbi, procesu izobraževanja, na delovnem mestu ter v življenju nasploh je bistvenega pomena dobro razvita bralna pismenost. Ta je po opredelitvi PISE pojmovana kot "razumevanje, uporaba, razmišljanje o napisanem besedilu ter zavzetost ob branju tega, kar bralcu omogoča doseganje postavljenih ciljev, razvijanje lastnega znanja in potencialov ter sodelovanje v družbi" (Pedagoški inštitut, 2016, str. 59).

The Role of AI in Supporting Dyslexic Students in the Language Classroom

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Znanstveni članek

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KLJUČNE BESEDE: disleksija, umetna inteligenca, učenje jezikov, inkluzivno izobraževanje

POVZETEK – Ta kvalitativna raziskava raziskuje transformativni potencial umetne inteligence (AI) pri izboljšanju učenja jezikov za učence z disleksijo. Da bi to dosegli, se s študijo poglobimo v obstoječo literaturo, da bi razumeli izzive, s katerimi se soočajo učenci z disleksijo, in prihajajočo vlogo AI pri reševanju teh izzivov. Nato prispevek poudarja tri inovativne načine, kako se lahko AI vključi v jezikovno učilnico za podporo učencem z disleksijo: (1) AI kot pomočnik pri pisanju, ki uporablja kontekstne namige za pomoč pri lektoriranju in izboljšanju pisanja učencev; (2) AI kot pomočnik pri pretvarjanju besedila v govor, ki zagotavlja slušno podporo pri nalogah branja in razumevanja; in (3) AI kot orodje za vadbo ciljnega besedišča, kjer AI ustvarja prilagojene vaje, ki učencem omogočajo obvladovanje ključnega besedišča. Vsak predlog je natančno preučen glede na njegove praktične posledice, koristi in morebitne omejitve, kar zagotavlja uravnotežen pogled na integracijo AI v izobraževalnih okoljih. Članek želi prispevati k diskurzu o tehnologiji kot načinu za doseganje boljšega učnega okolja za študente z disleksijo.

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Scientific paper

UDC 616.89-008.434.5:004.89

KEYWORDS: dyslexia, artificial intelligence, language learning, inclusive education

ABSTRACT – The qualitative paper explores the transformative potential of artificial intelligence (AI) in enhancing language learning for students with dyslexia. To do so, the study delves into existing literature to understand the unique challenges faced by dyslexic learners and the upcoming role of AI in addressing these challenges. Then, the paper highlights three innovative ways AI can be integrated into the language classroom to support dyslexic students: (1) AI as a writing helper, utilizing context clues to assist in proofreading and refining student writing; (2) AI as a text-to-speech assistant, providing auditory support for reading and comprehension tasks; and (3) AI as a tool to practice target vocabulary, where AI generates personalized exercises enabling students to master key vocabulary. Each suggestion is scrutinized for its practical implications, benefits, and potential limitations, providing a balanced perspective on the integration of AI in educational settings. The paper aims to contribute to the discourse on technology as a way to achieve a better learning environment for students with dyslexia.

1 Introduction

Dyslexia poses significant challenges in the acquisition of language-related skills, impacting students' entire educational journey, as well as the learning of foreign languages. Since the very emergence of the term (initially coined as "word blindness" in Hinshelwood, 1917) over a century ago, through research into neuropsychological cases (e.g., Snowling & Hulme, 1989), to modern research into dyslexia across different languages (Miles, 2000) and the association between dyslexia and internalized problems (Francis et al., 2019), the very core of dyslexia remains true: dyslexia is a difficulty to learn how to decode (read) and how to write/spell. It is important to note in this regard that throughout history, researchers have posed different definitions for dyslexia. In Vel-

Flow and Digital Storytelling in Classes of French as a FL

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UDK 373.5.091.3:811.133.1

KLJUČNE BESEDE: digitalna orodja pri pouku, digitalno pripovedovanje zgodb, pouk tujih jezikov, vživetost

POVZETEK: Prispevek raziskuje učno metodo digitalnega pripovedovanja zgodb in njen vpliv na možnost pojava vživetosti (ang. flow) pri učencih med poukom francoščine kot tujega jezika. Osnovne postavke so bile, da bodo učenci z uporabo digitalnega pripovedovanja doživeli vživetost in da se bodo razlike v doživljanju vživetosti pokazale glede na posameznikove osebnostne značilnosti. Raziskavo smo izvedli pri pouku francoščine na dveh gimnazijah v šolskem letu 2022/2023, v raziskavi pa je sodelovalo 51 dijakov. Podatke smo zbrali z anketnim vprašalnikom pred uporabo učne metode (izobraževalne izkušnje in osebni interesi), nato z anketnim vprašalnikom med izvajanjem dejavnosti (standardizirani vprašalnik o učenju tujega jezika po Egbert, 2003 in Almetev, 2018) in z metodo učiteljevega opazovanja. Rezultati kažejo, da so učenci med izvajanjem dejavnosti čutili vživetost. Manj veščih učencih so vživetost čutili enako kot veščih učencih, močnejše občutenje vživetosti pa so imeli učenci, ki jim je ljubše skupinsko delo. Nobena raziskovalna predpostavka o razmerju med osebnostnimi in izobražbenimi lastnostmi posameznika ter doživljanjem občutka vživetosti ni bila statistično pomembna.

Received 28. 9. 2023 / Accepted 15. 3. 2024

Scientific paper

UDC 373.5.091.3:811.133.1

KEYWORDS: digital tools in teaching, digital storytelling, foreign language teaching, flow

ABSTRACT – This paper explores the teaching method of digital storytelling and its effect on the potential occurrence of flow in pupils in classes of French as a foreign language. The underlying hypotheses are that pupils will experience flow through digital storytelling and that there will be differences in the experience of flow with regard to an individual's personal characteristics. The research was conducted in French classes held at two Croatian grammar schools during the 2022/2023 school year, wherein 51 pupils took part. The data was collected via a questionnaire distributed prior to the implementation of the teaching method (educational experience and personal interests), a questionnaire distributed during the implementation of the activity (standardized questionnaire regarding the research of flow in FL learning; see Egbert, 2003; Almetev, 2018) and the teacher's observation method. The results show that pupils did feel flow during the performance of the activity. Less-skilled pupils felt as much flow as the skilled ones, with a stronger sense of flow evident in pupils who prefer working in a group. None of the research hypotheses related to the relationship between an individual's personal and education-related characteristics and the experience of flow proved to be statistically significant.

1 Introduction

While emotions in learning and teaching a foreign language have been represented in applied linguistics research for decades, interest in a clearer understanding of the role of positive and negative emotions in foreign language pupils and teachers did not arise until the turn of the millennium (see Dewaele & Chengchen, 2020). Dewaele et al. (2019) believe that 2016 was marked by an increase in the popularity of positive psychology in applied linguistics, which was reflected in the number of publications exploring the link between foreign language learning and psychological constructs

Študija motivacije srednješolcev in prepričanj učiteljev o motivaciji

DOI: <https://doi.org/10.55707/ds-po.v39i3-4.152>

Prejeto 31. 5. 2024 / Sprejeto 21. 10. 2024

Znanstveni članek

UDK 159.947.5:373.5-051/052

KLJUČNE BESEDE: učna motivacija, notranja motivacija, zunanja motivacija, motivacijski dejavniki, samopodoba

POVZETEK – Izvedena študija se osredotoča na problem učne motivacije med učenci srednjih šol in jo primerja s prepričanji učiteljev o tem, kaj motivira učence. Hkrati preučuje povezave med dejavniki učne motivacije in samopodobo glede izgovorjave ter učne motivacije. Kot del obsežnejše raziskave ta drobec izbrane teme ponuja vpogled v povezavo med motivacijo, učno motivacijo, samopodobo motivacije in prepričanji učiteljev o motivaciji učencev. Omenjeni motivacijski dejavniki so razdeljeni na zunanje in notranje dejavnike. Izkaže se, da so učitelji našli enake ali podobne motivacijske dejavnike kot učenci, kar kaže na odsotnost vrzeli v dojemanju tega, kaj motivira. Učitelji natančno vedo, zakaj se učenci učijo. Edina odstopanja so v tem, da učitelji verjamejo, da je motivacija, ki je pridobljena z ocenami, bolj prisotna, kot v resnici je.

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Scientific paper

UDC 159.947.5:373.5-051/052

KEYWORDS: learning motivation, internal motivation, external motivation, motivational factors, self-perception

ABSTRACT – The conducted study focuses on the problem of learning motivation among middle school students and compares it with teachers' beliefs about what motivates students. Simultaneously, it examines the correlations between these learning motivation factors and the self-perception of pronunciation and learning motivation. As part of a larger investigation, this fragment of the selected topic provides insights into the correlation between motivation, learning motivation, self-perception of motivation, and teachers' beliefs about student motivation. The mentioned motivational factors are divided into external and internal factors. It turns out that teachers listed the same or similar motivational reasons as the learners, indicating no gap in the perception of what motivates them. Teachers are aware of exactly why students learn. The only deviation was that teachers believe motivation through grades is more prevalent than it actually is.

1 Uvod

Predstavljena analiza in opis izvedene raziskave skušata najti korelacijo med učno motivacijo srednješolcev in dojemanjem učiteljev o učni motivaciji, in sicer z osrednjim vprašanjem: "Ali imajo učitelji in učenci enako predstavo o tem, kaj učence motivira?" Izvedena je bila kvantitativna in kvalitativna analiza v obliki ankete in intervjujev na srednjih šolah v severovzhodni Sloveniji, rezultate ankete pa smo primerjali z odgovori učiteljev v intervjujih, da bi ugotovili, ali obstaja povezava v dojemanju učne motivacije.

Modernejši življenjski elementi, kot so mediji, multikulturalnost, jezikovna raznolikost in zgoščevanje prebivalstva, vplivajo ne le na življenjski slog ljudi, temveč tudi na razvoj učencev. Večplastna zgoščenost obšolskih obveznosti in s tem povezane življenjske odločitve dijake bremenijo. V tem okviru je pomembno natančno razumeti motivacijo, da se dijakom olajša in optimizira usmeritve v življenju.

Razvoj kompetenčnega modela za svetovalne delavce

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Prejeto 6. 11. 2023 / Sprejeto 15. 3. 2024

Znanstveni članek

UDK 37.048-051:331.546

KLJUČNE BESEDE: svetovalno delo, svetovalna služba, svetovalni delavec, kompetence, kompetenčni model

POVZETEK – Za optimalno in kakovostno opravljanje svojega dela potrebujejo svetovalni delavci znanja in kompetence s področja temeljnih pedagoško-psiholoških in didaktično-metodičnih vsebin, sociale, menedžmenta, inkluzivne pedagogike, komunikacijskih veščin, poznavanja evropske zakonodaje, prava ipd. Z namenom priprave predlogov za oblikovanje kompetenčnega modela za svetovalne delavce, ki ga v slovenskem prostoru še nimamo, smo se v raziskavi osredotočili na stališča svetovalnih delavcev o kompetenčnem modelu pedagogov po Staničiču (2001, v Ledič idr., 2013). Ugotovili smo, da svetovalni delavci za kakovostno opravljanje dela svetovalne službe pripisujejo visoko pomembnost osebnim kompetencam, ki imajo prav tako velik pomen pri implementaciji in nadaljnji modifikaciji kompetenčnega modela v našem prostoru. Najnižjo pomembnost pripisujejo kompetencam evropske dimenzije izobraževanja. Respondenti prav tako ocenjujejo, da je kompetenčni model učinkovito orodje samorefleksije v procesu ugotavljanja lastnih močnih in šibkih področij ter potreb po dodatnem izobraževanju.

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Scientific paper

UDC 37.048-051:331.546

KEYWORDS: counselling work, counselling service, counselling professional, competencies, competency model

ABSTRACT – In order to perform their work in an optimal and quality way, counsellors need knowledge and competencies in the field of basic pedagogical-psychological and didactic-methodological contents; social, managerial and inclusive pedagogy; communication skills; knowledge of European legislation, law, etc. With the aim of developing proposals for the creation of a competency model for counselling professionals, which we do not yet have in Slovenia, in the research we focused on the views of counselling professionals on the competency model for educators according to Staničič (2001, as cited in Ledič et al., 2013). We have found that counsellors attach high importance to personal competencies, which are also of great importance in the implementation and further modification of the competency model in our field, for the quality of counselling work. They attach the least importance to the competencies of the European dimension of education. The respondents also appreciate that the competency model is an effective tool for self-reflection in order to identify one's own strengths and weaknesses, as well as the need for additional education.

1 Uvod

Zadnjih nekaj let je v slovenski šolski sistem prineslo mnoge spremembe, ki pomembno vplivajo na položaj svetovalnih delavcev in njihovo delovno obremenjenost. Novi zakoni so svetovalnim delavcem naložili nekatere dodatne naloge, ki močno vplivajo na udejanjanje fleksibilnega ravnotežja treh osnovnih dejavnosti svetovalne službe, ki jih opredeljujejo programske smernice. Svetovalni delavci se tako večkrat srečujejo z nalogami, za katere niso dovolj kompetentni, kar lahko prispeva k izgubi strokovne samoza vesti posameznika in identitete svetovalne službe kot celote, saj jih vse to odmika od vloge strokovnega sodelavca vsem udeleženi v vzgojno-izobraževalnem procesu (Bizjak, 2014). Mrvar (2014, v Bizjak, 2014) poudarja, da bi bilo v okviru iskanja novih rešitev

Starševska vpletenost kot dejavnik enakosti in pravičnosti v šoli

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Prejeto 13. 2. 2024 / Sprejeto 28. 06. 2024

Znanstveni članek

UDK 37.014.12:347.635

KLJUČNE BESEDE: pravičnost v izobraževanju, enake izobraževalne možnosti, starševska vpletenost, starševsko sodelovanje, starševska skrb

POVZETEK – V prispevku se osredotočamo na temeljni teoretični načeli enakosti in pravičnosti, iz katerih izhaja načelo enakih možnosti v izobraževanju. Predstavimo izhodišča in izsledke domačih in tujih raziskav z navedenega področja, na podlagi katerih v razpravi iščemo odgovore na postavljena raziskovalna vprašanja, in sicer (1) kakšen je vpliv starševske vpletenosti na izobraževanje otrok, (2) kako se načeli enakosti in pravičnosti kažejo v izobraževalnem sistemu in (3) kako lahko starševsko vpletenost upoštevamo kot dejavnik uresničevanja načela enakosti in pravičnosti pri otrocih, pri katerih je stopnja starševske vpletenosti v njihovo izobraževanje nižja. Iz izsledkov raziskav nesporno izhaja, da ima starševska vpletenost v izobraževanje otrok številne pozitivne učinke na učni uspeh in tudi socializiranost in motiviranost otrok. Ključ do vključevanja staršev se nahaja v oblikovanju ustreznih medosebnih odnosov, pri čemer učitelji upoštevajo raznolikost potreb staršev, njihove različne izkušnje in raznovrstno znanje. Iz raziskav tudi izhaja, da je pomembna ovira, ki omejuje vključevanje staršev v sodelovanje s šolo, občutek manjvrednosti, tako da ugotovljamo, da so potrebni bolj proaktivni in individualno prilagojeni načini vključevanja staršev, ki izhajajo iz tega, v čemer so starši dobri, oz. temeljijo na tem, kaj starši znajo, in ne na tem, česa ne znajo.

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Scientific paper

UDC 37.014.12:347.635

KEYWORDS: equity in education, equal educational opportunities, parental involvement, parental participation, parental care

ABSTRACT – In this paper, we focus on the fundamental theoretical principles of equality and equity, which underpin the principle of equal opportunities in education. The authors present the starting points and findings of domestic and international research in this field, which are used in the discussion to answer the research questions posed, namely (1) what is the impact of parental involvement on children's education, (2) how are the principles of equality and equity manifested in the education system, and (3) how can parental involvement be taken into account as a factor in the implementation of the principle of equality and equity for children with lower levels of parental involvement in their education. There is no doubt from the research findings that parental involvement in children's education has a number of positive effects on children's educational achievement, as well as on their socialisation and motivation. The key to parental involvement lies in the development of appropriate interpersonal relationships, with teachers taking into account the diversity of parents' needs, experiences and skills. Research also shows that a significant barrier limiting parental involvement with schools is a sense of inferiority, so we conclude that more proactive and tailored ways of engaging parents are needed, based on what parents are good at, or based on what parents know rather than what they do not know.

1 Uvod

Temeljni strateški dokument, ki vsebuje strokovne podlage za razvoj sistema vzgoje in izobraževanja, je Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji (Krek in Metljak, 2011). V njej so opredeljena štiri osnovna načela izobraževanja, in sicer človekove pravice in odgovornost, avtonomija, pravičnost in kakovost (prav tam). Pravičnost je tesno povezana z zagotavljanjem enakih možnosti za uspeh v življenju za vse državljane, za kar so potrebne enake možnosti za pridobivanje izobrazbe. V Beli knjigi je zapisano:

Opazovanje z reflektivnim razgovorom v visokošolskem prostoru

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Prejeto 20. 6. 2024 / Sprejeto 21. 10. 2024

Znanstveni članek

UDK 378.012:331.108.4

KLJUČNE BESEDE: opazovanje z reflektivnim razgovorom, profesionalni razvoj visokošolskih učiteljev, pedagoške kompetence, kolegialno opazovanje prakse, reflektirajoči praktik

POVZETEK – V članku predstavljamo rezultate raziskave o prispevku opazovanja z reflektivnim razgovorom k profesionalnemu razvoju visokošolskih učiteljev. Raziskava je bila izvedena kot študija primera opazovanja pedagoške prakse dveh visokošolskih učiteljev. V polstrukturiranih intervjujih smo ugotavljali prispevek opazovanja z reflektivnim razgovorom k profesionalnemu razvoju visokošolskega učitelja ter dejavnike, ki vplivajo, da opazovanje z reflektivnim razgovorom spodbuja uvedbo konkretnih sprememb v praksi, visokošolske učitelje podpira pri samoevalvaciji ter refleksiji lastne prakse in spodbuja profesionalne diskusije. Dejavniki vpliva pa so: večšine opazovalca ter večšine in osebnostne lastnosti opazovanega, vsebinsko poznavanje področja dela opazovanega, medkolegialno zaupanje, stopnja samokritičnosti opazovanega, motivacija za profesionalni razvoj, akademska kultura. Predlagamo sistemsko ureditev profesionalnega razvoja visokošolskih učiteljev na področju krepitev pedagoških kompetenc.

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Scientific paper

UDC 378.012:331.108.4

KEYWORDS: observation with reflective discussion, professional development of higher education teachers, pedagogical competencies, peer observation of teaching, reflective practitioner

ABSTRACT – This article presents the results of a research on the contribution of observation with reflective discussion in fostering the professional development of higher education teachers. The study employed a case study approach, observing the pedagogical practices of two higher education teachers. Through semi-structured interviews, we assessed the impact of observation with reflective discussion on the professional development of higher education teachers, as well as the influencing factors supporting this process. Our findings indicate that observation with reflective discussion facilitates the implementation of tangible changes in teaching practices, supports higher education teachers in self-assessment and reflection on their own practices, and encourages professional discussions. Influencing factors supporting this process include the observer's competencies, the skills and personal attributes of the observed, domain-specific knowledge of the observer, the level of mutual trust between the observed and the observer, the capacity for self-critique of the observed, their motivation for professional growth, and the prevailing academic culture. We propose a systematic regulation of the professional development for higher education teachers to strengthen pedagogical competencies.

1 Uvod

V današnjem času vse bolj narašča potreba po večjem vlaganju v raziskovanje visokošolskega (v nadaljevanju: VŠ) prostora in v usposabljanje VŠ osebja (Vršnik Perše, 2021), kar je nedvomno posledica (tudi; op. a.) nenehnih sprememb “v znanosti, tehnologiji, kulturi, gospodarstvu in politiki” (Hmelak idr., 2020, str. 150). Raziskovanje VŠ prostora in usposabljanje VŠ osebja je pomembno še posebej zaradi dejstva, da univerza kljub kritikam glede kakovosti in učinkovitosti prenašanja raziskovalnih rezultatov v

Kvalitativna paradigma pedagoškega raziskovanja v evalvaciji visokega šolstva

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Prejeto 6. 5. 2024 / Sprejeto 21. 10. 2024

Znanstveni članek

UDK 378:331.101.32

KLJUČNE BESEDE: visokošolsko izobraževanje, presojanje kakovosti, počutje na delovnem mestu, kvalitativne metode, pedagoška metodologija

POVZETEK – Zadovoljstvo zaposlenih v visokem šolstvu se najpogosteje spremlja s kvantitativno metodologijo pedagoškega raziskovanja, kot so ocenjevalne lestvice in zaprta anketna vprašanja. Bolj poglobljen vpogled v osebna razmišljanja, poglede in izkušnje zaposlenih na visokošolskih ustanovah pa zahteva vključitev tudi kvalitativne paradigme pedagoškega raziskovanja. V prispevku predstavljamo rezultate pionirskega projekta na Univerzi v Mariboru, v katerem je bil za ocenjevanje zadovoljstva zaposlenih uporabljen kvalitativni pristop fokusne skupine. V raziskavi je sodelovalo 10 predstavnikov strokovnih služb. Ugotovitve kvalitativne vsebinske analize so pokazale visoko stopnjo zadovoljstva in pripadnosti zaposlenih instituciji zaposlitve. Dobri medsebojni odnosi v kolektivu, dobro sodelovanje z različnimi deležniki, zanimanje za delo in dobro počutje na delovnem mestu predstavljajo ključne dejavnike zadovoljstva z delom pri zaposlenih v visokem šolstvu. Udeležba na strokovnih izobraževanjih in kvalitativni metodološki pristopi pri presojanju kakovosti pa pomembne strategije za izboljšanje delovne uspešnosti v visokem šolstvu.

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Scientific paper

UDC 378:331.101.32

KEYWORDS: higher education, quality assessment, well-being at work, qualitative methods, pedagogical methodology

ABSTRACT – Employee satisfaction in higher education has most commonly been monitored using a quantitative educational research methodology, such as rating scales and closed-ended surveys. However, a more in-depth insight into the personal reflections, views, and experiences of employees in the higher education sector requires the inclusion of a qualitative paradigm of educational research. In the paper, we present the results of a pilot project at the University of Maribor, in which a qualitative focus group interview was used to assess employee satisfaction. A group of 10 representatives of administrative services were interviewed. Based on the qualitative content analysis, the results showed a high level of employee satisfaction and belonging to the institution. Good interpersonal relationships, effective cooperation with different stakeholders, interest in work, and well-being at the workplace were shown to be key factors in job satisfaction among employees in the higher education sector. Participation in professional trainings and qualitative methodological approaches to quality assessment seem to be important strategies for improving work performance in higher education.

1 Uvod

Kakovost izobraževanja je kompleksna lastnost, ki je neposredno povezana s kakovostjo življenja in gospodarsko rastjo v državi ter vključuje na eni strani zadovoljevanja izobraževanih potreb in doseganja vzgojnih norm za posameznika, družbo in državo ter na drugi strani kakovost upravljanja izobraževalnega sistema in njegovih procesov (Dubaseniuk idr., 2020, str. 132–133). Namen presojanja kakovosti visokošolskega izobraževanja je spremljanje uresničevanja vizije in strategije visokošolskega zavoda (Komisija za ocenjevanje kakovosti FF UM, 2020, 2021). Dobro razvit sistem podajanja povratnih informacij o kakovosti dela lahko razumemo kot pozitivno povra-

NAVODILA AVTORJEM

Didactica Slovenica – Pedagoška obzorja, znanstvena revija za didaktiko in metodike, objavlja članke, ki so razvrščeni v kategoriji: znanstveni članek ali strokovni članek.

Kategorijo članka predlaga avtor, končno presojo pa na osnovi strokovnih recenzij opravi uredništvo oziroma odgovorni urednik. Objavljeni članki so recenzirani.

Avtorje prosimo, da pri pripravi znanstvenih in strokovnih člankov upoštevajo naslednja navodila:

1. Članke v tiskani obliki z vašimi podatki in povzetkom v skladu z navodili pošljete na naslov: Uredništvo revije Didactica Slovenica – Pedagoška obzorja, Na Loko 2, p.p. 124, 8000 Novo mesto, Slovenija. Članke sprejemamo tudi po elektronski pošti na elektronski naslov uredništva. Prejetega gradiva ne vračamo.
2. Članek s povzetkom priložite na ustreznem podatkovnem mediju. Ime datoteke članka naj bo priimek avtorja ali naslov članka – kar naj bo jasno označeno tudi na poslanem podatkovnem mediju. Članek naj bo napisan z urejevalnikom besedil Microsoft Word. V primeru, da nam članek posredujete izključno v elektronski obliki, nam poslani material posredujete tudi v PDF obliki.
3. Znanstveni članki lahko obsegajo do 30.000 znakov.
4. Vsak članek naj ima na posebnem listu naslovno stran, ki vsebuje ime in priimek avtorja, leto rojstva, domači naslov, telefonsko številko, naslov članka, akademski in strokovni naslov, naslov ustanove, kjer je zaposlen in elektronski naslov. V primeru, da je avtorjev več, se napišejo zahtevani podatki za vsakega avtorja posebej. Vodilni avtor mora biti med avtorji napisan na prvem mestu.
5. Znanstveni in strokovni članki morajo imeti povzetek v slovenskem (od 1.000 do 1.200 znakov s presledki) in v angleškem jeziku. Povzetek in ključne besede naj bodo napisani na začetku članka. Priložiti je treba tudi razširjeni povzetek (10.000 znakov s presledki) v angleškem jeziku.
6. Tabele in slike naj bodo v besedilu smiselno vključene. Slike naj bodo priložene tudi kot samostojne datoteke v ustreznem slikovnem zapisu (jpg, jpeg) v ločljivosti vsaj 600 pik na palec, oziroma vektorskem zapisu (eps, pdf). Slikovno gradivo, ki ne zadošča minimalnim zahtevam, bo v končni tehnični pripravi zaradi neustreznosti izpuščeno.
7. Pri citiranju, povzemanju in navajanju literature priporočamo upoštevanje standarda APA (American Psychological Association) in sicer na naslednji način:
 - Za knjige: priimek in ime avtorja, leto izdaje, naslov, kraj, založba. Primer: Novak, H. (2020). Projektno učno delo. Ljubljana: DZS.
 - Za članke v revijah: priimek in ime avtorja, leto objave, naslov revije, letnik, številka, strani. Primer: Strmčnik, F. in Kramar, M. (2017). Reševanje problemov kot posebna učna metoda. Didactica Slovenica – Pedagoška obzorja, 12(5), 3.
 - Za članke v zbornikih: priimek in ime avtorja, leto objave, naslov članka, podatki o knjigi ali zborniku, strani. Primer: Razdevšek Pučko, C. (2013). Usposabljanje učiteljev za uvajanje novosti. V: Tancer, M. (ur.). Stoletnica rojstva Gustava Šliha. Maribor: Pedagoška fakulteta, 234–247.
8. Vključevanje reference v tekst: Če gre za točno navedbo, napišemo v oklepaju priimek avtorja, leto izdaje in stran (Kroflič, 2017, str. 15). Če pa gre za splošno navedbo, stran izpustimo (Kroflič, 2017).
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